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ABSTRACT

The basic objective of this third research phase was to verify and further delineate factors that are constant and valid contributors to the success of postsecondary occupational students enrolled in developmental programs. Follow-up research on a longitudinal basis was conducted on nontraditional students at six New York colleges. Of questionnaires distributed the overall return rate was 31%. The program components identified in contributors to success were verified by the results of the follow-up study. In relation to student success, analysis indicated the significance (1) of reading, (2) of program and career commitment, (3) of values such as goal orientation, achievement, and practical mindedness, and (4) of developmental program components. A number of implications were drawn from the study. For instance, the selection process for participation in developmental studies should include an element of self-selection in addition to high school records and test scores. Ongoing counseling and/or advisement should also be provided. (The follow-up study instruments are also included.) (CSS)

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Post-Secondary Developmental Studies Programs for Occupational Students

A Follow-up Study

Cornell Institute for Occupational Education
Department of Education
New York State College of Agriculture and Life Sciences
Cornell University
Ithaca, New York

In cooperation with

Office of Occupational Education
and
Grants Administration Unit
New York State Education Department
Albany, New York

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POST-SECONDARY DEVELOPMENTAL STUDIES PROGRAMS

FOR

OCCUPATIONAL STUDENTS: A FOLLOW-UP STUDY

VEA #78-335-PS

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POST-SECONDARY DEVELOPMENTAL STUDIES PROGRAMS
FOR
OCCUPATIONAL STUDENTS: A FOLLOW-UP STUDY

Introduction

During recent years greater and greater numbers of students who are entering two-year college programs may be classified as non-traditional. Not long ago the term "non-traditional" was used mainly to denote the economically and/or educationally disadvantaged students who were entering through open-door admission policies. Of late, non-traditional has been used to describe a multiplicity of student groups including women and working adults who may be seeking a career change or an updating of employment skills. They may be citizens of the community sampling the expanding offerings of the two-year college or individuals responding to an educational consciousness heretofore not sensed. The wider availability of monetary support through social educational agencies is instrumental in making college a feasible alternative for many students previously unable to attend. A common-felt need of many of these non-traditional students is the acquisition of basic survival skills in order to function effectively in their chosen career programs and the numbers needing these special services have increased dramatically.

Institutions recognized the need for educational experiences of a remedial, developmental or supportive nature, which has given rise to program efforts that are often referred to as developmental studies. It is important to recognize that for a variety of reasons these

developmental studies programs for occupational education students vary widely from college to college. Most differences stem from judgments made by professional staff during the historical evolution of programs rather than the acceptance of a particular philosophy.

The term developmental studies has different meanings among staff members who work in the program area. Remediation is involved as is updating or re-orientation to instructional experiences. Across colleges programs are both a total semester's work and segmented. Some aspects may even be termed compensatory. Students are older and younger, disadvantaged and non-disadvantaged.

The common goal of developmental studies is to provide additional help for students that will enhance the possibility of success in their chosen field of study. Because of the wide variation in developmental studies programs and the common goal among the two-year institutions the following definition was formulated for use in the project: "Developmental Studies Programs are organized educational efforts to provide a range of learning experiences intended to ameliorate educational skill and attitude deficiencies in students in career programs".

The major focus of the project was to determine the impact of these basic skill programs relative to the success of students in career programs; success defined as the eligibility to continue in selected career or academic programs or a conscious decision to make a change. In making this determination four basic questions emerged as critical: 1) what are the characteristics of occupational students enrolled in developmental studies programs; 2) of what do these developmental programs

consist and how are they organized; 3) why do some students who have had a developmental studies experience achieve academic or career success while others do not; and 4) are there crucial aspects to developmental or remedial efforts that impinge on student success that may be indicative of program standards?

Summary of Methods and Procedures

In addressing the four basic questions, the first cycle of the project consisted of a state-wide survey of developmental programs at two-year institutions and resulted in the publication, "Overview - Developmental Studies for Occupational Students: A Sourcebook for Post-Secondary Programs". This first publication described the "state-of-the-art" of developmental programs in the two-year institutions of New York State. The second cycle of the project was concentrated at six New York State two-year colleges selected as representative of the state. These six colleges served as cooperating sites for the collection of student data. Working with the staff at each of the sites, the emphasis of the second cycle dealt with student characteristics relative to success and their implications to programming. A detailed report of the process and outcomes is available in the document entitled, "Post-Secondary Developmental Studies Program for Occupational Students: An Impact Study", Research Report, September 1977.

The data collected during the second cycle provided the basis for a series of guide questions with implications for standards of developmental programs. These standards are identified in the monograph series entitled, "Developmental Studies for Occupational Students, Post-Secondary Programs", #77-3, November 1977. In this series, the rationale for the problems and issues addressed, and subsequent recommendations, implications and potential impact are outlined relative to the basic components of a developmental program.

The intent of the third cycle was to validate the research findings collected during the first two phases of the project. In order to achieve this objective, the process consisted of a longitudinal or follow-up study of occupational students who had provided input and responses during the second phase. Two sets of questionnaires were developed by the project staff. One set was designed for administration to students from the previous cycle who had been identified as successful. The second set of questionnaires were designed for administration to those students who had been identified as unsuccessful in the previous cycle. Inputs and recommendations were provided by the project advisory committee through written responses and suggestions. After field-testing and editing, the final form of the questionnaires resulted in four to five questions each. (Attached as Appendix A).

The domain of the instrumentation was guided by the results of data outcomes during Phase II. The items were designed to elicit responses relative to: program and career commitment, program components and their

lasting impact, academic and non-academic plans, program factors such as flexibility, the opportunity to make personal choices, the support/ advisement concern from faculty, counselors, and the college at large and the opportunity to return to developmental resources once officially completing the courses. Students who had withdrawn from college were specifically asked for their reasons and procedures in leaving and a reflection of the decision based on the vantage point of hindsight. Successful students were asked to indicate increase or decrease in importance of selected program dimensions identified as contributors to success in the second cycle. The items constituting both forms of the questionnaire were identified by previous data analysis as critical to success or as contributing to success.

One dimension of the second cycle research was devoted to indicators of the importance of values to developmental students. The description of values previously measured by a standardized test, were listed with a request to rank the degree of importance of each value at the present time. In Phase II differences in importance were determined relative to students' status of success.

Arrangements were made with the individual sites as to the preferred approach for dissemination and administration of the student questionnaires. It was generally found that the local contact personnel preferred a direct mailing of the follow-up questionnaires. The last known address of each student was provided at five sites. At the sixth, the instruments were sent to the institution for distribution by the contact person.

The six cooperating sites in the follow-up study were Alfred Agricultural and Technical College, Delhi Agricultural and Technical College, Jefferson Community College, Junior College of Albany, Queensborough Community College and Ulster County Community College. A change from the second cycle was that Queensborough Community College joined the project as the urban site during the longitudinal phase.

The rationale for continuance of the cooperating sites was that it afforded an opportunity to follow the same students, in most cases, from their first semester of enrollment in the two-year college to their final semester. This was not true for each student as responses had been obtained at various time points. Therefore some of the follow-up sample had graduated, were employed or transferred to other institutions. Ultimately the most critical criteria was the same for phase three --- the willingness of the staff at the college to serve as a cooperating research site and to be part of the research effort.

For each site addresses for the students with whom we had worked in the previous cycle were provided by the contact staff members. The urban site had not participated in the previous cycle therefore a random sample was selected from the September 1976 enrollees in the developmental program. The appropriate form of the questionnaire was mailed directly to the student --- the appropriateness was dependent upon status, that is whether enrolled or not-enrolled, which usually corresponded to the second cycle identification of successful and non-successful. In one instance, questionnaires were mailed directly to the site for campus

distribution. Mailings were made during mid-semester --- in March and early April. This allowed reactions and responses to be as near to the end of their two-year college careers as possible. Also indications of immediate future plans were collected thereby providing evidence of the commitment dimension.

Of the questionnaires distributed, the overall return rate was 31%. For individual sites the return rates ranged from 22% to 46%. After tabulation data were analyzed to determine significant differences in relationships, profile information and verification indicators through cross-tabulations, contingency table analyses and chi-square test of significance, frequencies, means and percentages.

The composite summary charts do not incorporate responses from the urban site. These were not included because the data portfolio that we have for this site is limited and does not allow for the same kinds of analysis as data from the on-going sites. However analysis of the urban data indicates a congruency and similarity to composite data. A detailed analysis of the urban site has been presented in "Site Report: Follow-Up Study", August 1978.

Population Profile

The follow-up research was designed to verify the findings of Phase II on a longitudinal basis. Data were collected in order to outline a demographic profile of these non-traditional students: opinions and

perceptions, college and/or program commitment, career goal strength, on-going perceptions of the extent institutions were meeting student needs, and ratings of importance of selected value factors.

As shown in Figure 1, the mean age of responding successful developmental students, those still enrolled in a two-year college program, was 21.3. The mean age for the unsuccessful or non-enrolled developmental students was 23. The age range was from 19 to 35 for the respondents. A greater percentage of respondents were male than female.

A change in the major course of study was made by approximately 30% of the successful students and about 39% of the unsuccessful students. In looking at future academic plans, over 31% of the successful students expect to continue at some time point in comparison to over 44% of the unsuccessful students with the same expectation. Over 27% of the unsuccessful students have been accepted at or applied to another institution. This compares to about 20% of the successful students who have applied to or have been accepted at another institution. Over 31% of the successful students have no plans for future schooling compared to 16% of the unsuccessful students.

As for non-academic plans, one-third of the successful students have secured a job and another third are presently interviewing for a job. About 27% plan to initiate a job search soon. Of the unsuccessful students indicating their current status, over 16% were homemakers, over 33% were students and 11% indicated other. Less than 5% of the successful students are presently undecided as to future plans compared to 11% of the unsuccessful students who are in this category.

In terms of commitment successful students related completing their programs of study, and working in their program area were becoming more important than at the start of their college career by more than 50% of the responding students. The importance of the responsibility for personal choices also gained in importance for about 48% and 37% indicated no change. The follow-up profiles of the successful and unsuccessful developmental students are summarized in Figure 1.

FIGURE 1

COMPOSITE PROFILE OF FOLLOW-UP RESPONSES

		Mean	Under 19	19-20	21-22	23-24	25-26	26-30	31-35	36-50	Over 50
Age:	a)	21.3	-	58.6%	22.0%	7.3%	2.4%	4.8%	4.8%	-	-
	b)	23.0	-	27.8%	27.8%	16.7%	11.1%	5.6%	11.2%	-	-

		Male	Female
Sex:	a)	55.8%	44.2%
	b)	61.1%	38.9%

		Yes	No
Changed major course of study:	a)	30.0%	70.0%
	b)	38.9%	55.6%

Future Plans:		No Plans For Future Schooling	Accepted at Another Institution	Applied to Another Institution	May Apply to Another Institution	Expect to Continue in School Sometime in Future
--Academic	a)	31.6%	15.8%	5.3%	15.8%	31.6%
	b)	16.7%	11.1%	16.7%	-	44.5%

		Secured a Job	Plan to Begin Job Search	Am Interviewing For a Job	Am Not Looking For Employment	Will Enter Armed Services	Other	Uncertain/ Undecided
--Non-Academic	a)	33.3%	27.3%	33.3%	3.0%	3.0%	-	4.7%
	b)	27.8%	11.1%	27.8%	-	-	5.6%	11.1%

		Will Receive a Degree	Will Receive a Certificate	Plan to Withdraw	Experiencing Academic Difficulty
Current Academic Status:	a)	95.1%	2.4%	2.4%	-

		Employed	Unemployed	Homemaker	Student	Other
Current Status:	b)	27.8%	11.1%	16.7%	33.3%	11.1%

Commitment:		More Important	No Change	Less Important
--To complete my program of study	a)	65.1%	23.3%	-
--To work in area of program	a)	53.5%	32.6%	4.7%
--To have responsibility for choices	a)	48.8%	37.2%	2.3%

a) Enrolled (Successful)Developmental Students N = 43
b) Non-Enrolled (Unsuccessful) Developmental Students N = 18

Program Components

An emphasis of the follow-up study was the developmental programs in which students had been previously enrolled. These findings are summarized in Figure 2. As is shown, reading, study skills and math had been taken by a majority of both groups. Writing had been taken by a majority of the unsuccessful students and by about 47% of the successful students. The career and personal decision-making components had been taken by approximately 10% of both groups. In rating the carry-over or lasting utility of the components, a greater percentage of successful students found reading to be most helpful, with study skills so identified by the unsuccessful students.

Data analysis in Phase II indicated that six dimensions related to developmental programming emerged as critical success contributors. These included: a flexibility in course scheduling, an opportunity for personal choice in course selection, the support, advisement and concern of faculty and counselors as well as general college support and concern, and an opportunity to return to the developmental resources once completing formal courses. These were found to be present in their respective developmental programs by a majority of both successful and unsuccessful students. The mean helpfulness rating (on a five-point scale) ranged from 3.7 through 4.1 for the successful group and 3.4 through 4.2 for the unsuccessful. These group ratings do not differ significantly. The efficacy of the program dimensions by Phase II data analysis is verified by these ratings.

The follow-up program data is summarized in Figure 2.

FIGURE 2

COMPOSITE SUMMARY: FOLLOW-UP RESPONSES TO DEVELOPMENTAL PROGRAMS

		Reading	Writing	Study Skills	Math	Career and Personal Decision-Making
Subjects previously enrolled in:	a)	74.4%	46.5%	72.1%	53.5%	9.3%
	b)	50.0%	55.6%	66.7%	72.2%	11.1%
--subject rating as to being helpful by previous enrollees:	a)	65.8%	34.9%	51.2%	32.6%	4.7%
	b)	44.4%	50.0%	61.1%	38.9%	11.1%

		Flexible Course Scheduling	Opportunity For Personal Choices In Course Selection	Faculty Support, Advisement and Concern	Counselor Support, Advisement and Concern	College Support and Concern	Opportunity to Return to Developmental Resources and Staff
Program dimensions experienced by previous enrollees:	a)	65.1%	67.4%	81.4%	79.1%	72.1%	72.1%
	b)	66.7%	77.8%	77.8%	83.3%	83.3%	72.2%

--rating of helpfulness:		Helpful 5	4	3	2	Not Helpful 1	Mean Rating
-Flexible Scheduling	a)	23.3%	20.9%	18.6%	-	2.3%	3.9
	b)	22.2%	22.2%	11.1%	-	-	4.2
-Personal Choice	a)	18.6%	20.9%	18.6%	9.3%	-	3.7
	b)	38.9%	22.2%	5.6%	-	-	4.5
-Faculty Support	a)	37.2%	23.3%	14.0%	7.0%	-	4.1
	b)	33.3%	11.1%	11.1%	5.6%	11.1%	3.6
-Counselor Support	a)	25.6%	25.6%	14.0%	14.0%	-	3.7
	b)	27.8%	5.6%	16.7%	16.7%	5.6%	3.4
-General College Concern	a)	30.2%	16.3%	23.3%	2.3%	2.3%	3.9
	b)	33.3%	11.1%	11.1%	16.7%	-	3.8
-Opportunity For On-Going Developmental Resources	a)	23.3%	18.6%	23.3%	7.0%	-	3.8
	b)	38.9%	5.6%	11.1%	5.6%	-	4.2

a) Enrolled (Successful) Developmental Students N = 43
b) Non-Enrolled (Unsuccessful) Developmental Students N = 17

Value Factors

During the second cycle, standardized instruments were used to determine factors valued by developmental students. The standardized descriptions of these factors were presented in the follow-up questionnaire and their current importance rated. Figure 3 plots the mean rating for the successful and unsuccessful groups. The follow-up data shows the factors of practical-mindedness, achievement, goal orientation, support, and benevolence continue to be rated as important with lesser importance attached to leadership, conformity and variety. Figure 4 summarizes the mean ratings given to each of the described values.

FIGURE 3
COMPOSITE MEAN SUMMARY OF VALUES: FOLLOW-UP STUDY

_____ = Enrolled (Successful) Developmental Students N = 43

- - - - = Non-Enrolled (Unsuccessful) Developmental Students N = 17

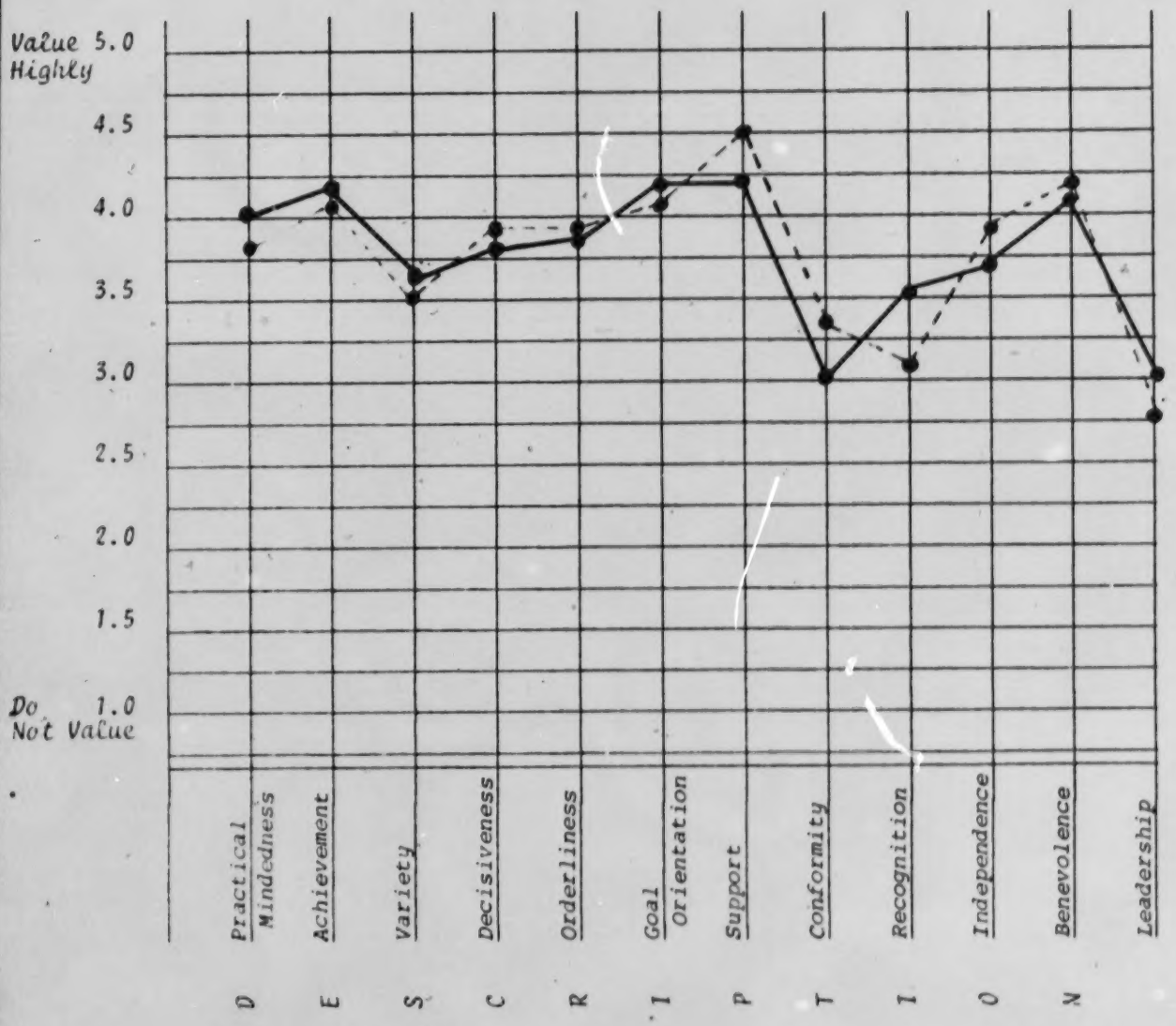

FIGURE 4

COMPOSITE SUMMARY OF VALUES: FOLLOW-UP STUDY

		5	4	3	2	1
Practical Mindedness	a)	34.9%	32.6%	30.2%	2.3%	-
	b)	33.3%	38.9%	5.6%	11.1%	5.6%
Achievement	a)	39.5%	44.2%	14.0%	-	2.3%
	b)	44.4%	33.3%	11.1%	5.6%	-
Variety	a)	20.9%	39.5%	23.3%	11.6%	4.7%
	b)	27.8%	16.7%	38.9%	-	11.1%
Decisiveness	a)	32.6%	27.9%	34.9%	-	4.7%
	b)	33.3%	33.3%	16.7%	5.6%	5.6%
Orderliness	a)	27.9%	44.2%	23.3%	2.3%	2.3%
	b)	33.3%	27.8%	22.2%	11.1%	-
Goal Orientation	a)	37.2%	37.2%	25.6%	-	-
	b)	38.9%	33.3%	16.7%	5.6%	-
Support	a)	48.8%	32.6%	11.6%	4.7%	2.3%
	b)	61.1%	22.2%	11.1%	-	-
Conformity	a)	14.0%	20.9%	27.9%	27.9%	9.3%
	b)	16.7%	22.2%	38.9%	11.1%	5.6%
Recognition	a)	16.3%	34.9%	37.2%	9.3%	2.3%
	b)	11.1%	27.8%	33.3%	11.1%	11.1%
Independence	a)	27.9%	34.9%	23.3%	11.6%	2.3%
	b)	38.9%	22.2%	22.2%	11.1%	-
Benevolence	a)	44.2%	32.6%	18.6%	4.7%	-
	b)	44.4%	44.4%	-	-	5.6%
Leadership	a)	9.3%	30.2%	27.9%	16.3%	16.3%
	b)	5.6%	22.2%	38.9%	11.1%	16.7%

a) Enrolled (Successful) Developmental Students N = 43
b) Non-Enrolled (Unsuccessful) Developmental Students N = 17

Comparison of Successful (Enrolled) and Unsuccessful (Non-Enrolled) Students

The responses relative to programming dimensions were analyzed using the chi square statistic in order to determine the relationships of selected variables for the successful and unsuccessful students. Students were determined successful or unsuccessful by their grade point averages or academic status at the conclusion of the previous phase. The students that were determined as successful in Cycle II are the same individuals that are identified as successful in the follow-up phase. Unsuccessful students were not eligible to continue in their career or academic programs at the end of the spring 1977 semester. This determination was to provide continuity in analysis and to identify impact of longitudinal effects of developmental programs. Figure 5 summarizes these data.

FIGURE 5

SUMMARY OF SELECTED DIFFERENCES BETWEEN SUCCESSFUL (ENROLLED) AND UNSUCCESSFUL (NON-ENROLLED) DEVELOPMENTAL STUDENTS: FOLLOW-UP STUDY

Program Component	GPA (6/77)	Successful/Enrolled Developmental Students	Unsuccessful/Non-Enrolled Developmental Students
Flexibility In Scheduling	0-1.0	2.0	2.0 [1]
	1.01-2.0	8.0	10.0
	2.01-2.5	28.0	0.0
	2.51-3.0	20.0	8.0
	3.01-3.5	8.0	6.0
	3.51-4.0	6.0	2.0
Opportunity For Personal Choice	0-1.0	3.9	2.0
	1.01-2.0	11.8	5.9
	2.01-2.5	25.5	3.9
	2.51-3.0	21.6	5.9
	3.01-3.5	3.9	7.8
	3.51-4.0	7.8	0.0
Faculty Support	0-1.0	4.1	0.0
	1.01-2.0	16.3	2.0
	2.01-2.5	22.4	6.1
	2.51-3.0	26.5	2.0
	3.01-3.5	12.2	0.0
	3.51-4.0	8.2	0.0
Counselor Support	0-1.0	6.0	0.0
	1.01-2.0	14.0	4.0
	2.01-2.5	26.0	2.0
	2.51-3.0	24.0	2.0
	3.01-3.5	12.0	2.0
	3.51-4.0	8.0	0.0
Overall College Concern	0-1.0	4.1	2.0
	1.01-2.0	14.3	2.0
	2.01-2.5	24.5	4.1
	2.51-3.0	26.5	2.0
	3.01-3.5	8.2	4.1
	3.51-4.0	6.1	2.0
Opportunity To Utilize Developmental Resources	0-1.0	4.2	0.0
	1.01-2.0	12.5	4.2
	2.01-2.5	22.9	6.3
	2.51-3.0	20.8	8.3
	3.01-3.5	12.5	0.0
	3.51-4.0	8.3	0.0

Continued...

Value Factors	GPA (6/77)	RATING OF IMPORTANCE					
		Highly Important				Not Important	
		5	4	3	2	1	
Practical Mindedness	0-1.0	0.0	3.7	0.0	1.9	0.0	*
	1.01-2.0	9.3	5.6	1.9	0.0	0.0	
	2.01-2.5	9.3	11.1	9.3	0.0	0.0	
	2.51-3.0	9.3	11.1	7.4	0.0	0.0	
	3.01-3.5	1.9	3.7	5.6	1.9	0.0	
	3.51-4.0	1.9	0.0	1.9	1.9	1.9	
Achievement	0-1.0	3.7	0.0	0.0	1.9	0.0	*
	1.01-2.0	11.1	3.7	1.9	0.0	0.0	
	2.01-2.5	13.0	13.0	3.7	0.0	0.0	
	2.51-3.0	7.4	16.7	3.7	0.0	0.0	
	3.01-3.5	1.9	5.6	5.6	0.0	0.0	
	3.51-4.0	1.9	3.7	0.0	0.0	1.9	
Orderliness	0-1.0	0.0	1.9	1.9	1.9	0.0	1
	1.01-2.0	9.3	1.9	5.6	0.0	0.0	
	2.01-2.5	7.4	11.1	7.4	3.7	0.0	
	2.51-3.0	7.4	16.7	3.7	0.0	0.0	
	3.01-3.5	1.9	7.4	3.7	0.0	0.0	
	3.51-4.0	1.9	1.9	1.9	0.0	1.9	
Goal Orientation	0-1.0	3.7	1.9	0.0	0.0	0.0	1
	1.01-2.0	11.1	3.7	1.9	0.0	0.0	
	2.01-2.5	13.0	13.0	3.7	0.0	0.0	
	2.51-3.0	3.7	13.0	11.1	0.0	0.0	
	3.01-3.5	1.9	3.7	7.4	0.0	0.0	
	3.51-4.0	5.6	0.0	1.9	0.0	0.0	
Benevolence	0-1.0	1.9	3.7	0.0	0.0	0.0	1
	1.01-2.0	5.6	5.6	3.7	1.9	0.0	
	2.01-2.5	14.8	5.6	9.3	0.0	0.0	
	2.51-3.0	13.0	11.1	1.9	1.9	0.0	
	3.01-3.5	3.7	9.3	0.0	0.0	0.0	
	3.51-4.0	5.6	0.0	0.0	0.0	1.9	

Continued...

	Status (6/77)					
Orderliness	Unsuccessful	9.4	1.9	11.3	1.9	0.0
	Successful	18.9	37.7	13.2	3.8	1.9

[1]

Perceived Change of Value Importance

		More	Less	No Change
Benevolence	Unsuccessful	4.8	7.1	4.8
	Successful	40.5	14.3	23.8

*

	GPA (6/77)	More	Less	No Change
Recognition	0-1.0 ----------	2.3	2.3	0.0
	1.01-2.0 ----------	0.0	14.0	2.3
	2.01-2.5 ----------	18.6	7.0	7.0
	2.51-3.0 ----------	9.3	7.0	11.6
	3.01-3.5 ----------	0.0	4.7	9.3
	3.51-4.0 ----------	2.3	2.3	0.0

*

*Chi Square Value Significant Levels at .05

[1]Chi Square Value Near Significant Levels at .06 through .09

The data indicate that enrollment in reading was a significant variable between successful and unsuccessful students. The significance of reading has been identified throughout the project.

Differences in the importance of the value factors were also analyzed using the chi square statistic. These relationships are summarized in Figure 6.

FIGURE 6

SUMMARY OF SELECTED DIFFERENCES BETWEEN SUCCESSFUL (ENROLLED) AND UNSUCCESSFUL (NON-ENROLLED) DEVELOPMENTAL STUDENTS: VALUE FOLLOW-UP

Factor		Successful/Enrolled Developmental Students	Unsuccessful/Non-Enrolled Developmental Students
Practical Mindedness	Value Highly 5	25.0%	10.0%
	4	23.3%	11.7%
	3	21.7%	1.7%
	2	1.7%	3.3%
	Do Not Value 1	0.0%	1.7%
Achievement	Value Highly 5	28.3%	13.3%
	4	31.7%	10.0%
	3	10.0%	3.3%
	2	0.0%	1.7%
	Do Not Value 1	1.7%	0.0%
Variety	Value Highly 5	15.0%	8.3%
	4	28.3%	5.0%
	3	16.7%	11.7%
	2	8.3%	0.0%
	Do Not Value 1	3.3%	3.3%
Decisiveness	Value Highly 5	23.3%	10.0%
	4	20.0%	10.0%
	3	25.0%	5.0%
	2	0.0%	1.7%
	Do Not Value 1	3.3%	1.7%
Orderliness	Value Highly 5	20.0%	10.0%
	4	31.7%	8.3%
	3	16.7%	6.7%
	2	1.7%	3.3%
	Do Not Value 1	1.7%	0.0%
Goal Orientation	Value Highly 5	26.7%	11.7%
	4	26.7%	10.0%
	3	18.3%	5.0%
	2	0.0%	1.7%
	Do Not Value 1	0.0%	0.0%
Support	Value Highly 5	35.0%	18.3%
	4	23.3%	6.7%
	3	8.3%	3.3%
	2	3.3%	0.0%
	Do Not Value 1	1.7%	0.0%

Continued...

Factor			Successful/Enrolled Developmental Students	Unsuccessful/Non-Enrolled Developmental Students
Conformity	Value Highly	5	10.0%	5.0%
		4	15.0%	6.7%
		3	20.0%	11.7%
		2	20.0%	3.3%
	Do Not Value	1	6.7%	1.7%
Recognition	Value Highly	5	11.7%	3.3%
		4	25.0%	8.3%
		3	26.7%	10.0%
		2	6.7%	3.3%
	Do Not Value	1	1.7%	3.3%
Independence	Value Highly	5	20.0%	11.7%
		4	25.0%	6.7%
		3	16.7%	6.7%
		2	8.3%	3.3%
	Do Not Value	1	1.7%	0.0%
Benevolence	Value Highly	5	31.7%	13.3%
		4	23.3%	13.3%
		3	13.3%	0.0%
		2	3.3%	0.0%
	Do Not Value	1	0.0%	1.7%
Leadership	Value Highly	5	6.7%	1.7%
		4	21.7%	6.7%
		3	20.0%	11.7%
		2	11.7%	3.3%
	Do Not Value	1	11.7%	5.0%

[1]Chi Square Value Near Significant Levels Reached at .06 through .09

The significant value relative to successful students and unsuccessful students was practical-mindedness. The successful students tended to value practical-mindedness to a greater extent than did unsuccessful students.

The relationships relative to program components, values and change of importance between the successful and unsuccessful students were analyzed using the chi square statistic. Selected variables within the follow-up study and the differences between the two student groups are presented in Figure 7.

FIGURE 7

SUMMARY OF SELECTED DIFFERENCES BETWEEN SUCCESSFUL (ENROLLED) AND UNSUCCESSFUL (NON-ENROLLED) DEVELOPMENTAL STUDENTS: PROGRAM FOLLOW-UP

Developmental Courses Taken		Enrolled or Successful Students	Non-Enrolled or Unsuccessful Students	
Reading	yes	58.2%	16.4%	*
	no	10.9%	14.5%	
Writing	yes	42.6%	21.3%	
	no	25.5%	10.6%	
Study Skills	yes	57.4%	22.2%	
	no	14.8%	5.6%	
Math	yes	43.4%	24.5%	
	no	22.6%	9.4%	
Career/Personal Decision-Making	yes	10.0%	5.0%	
	no	55.5%	30.0%	
Developmental Program Components				
Flexible Scheduling	Existed In Program	50.0%	21.4%	
	Did Not Exist In Program	21.4%	7.1%	
Personal Choice	Existed In Program	50.9%	24.6%	
	Did Not Exist In Program	19.3%	5.3%	
Faculty Support	Existed In Program	63.6%	25.5%	
	Did Not Exist In Program	7.3%	3.6%	
Counselor Support	Existed In Program	60.7%	26.8%	
	Did Not Exist In Program	8.9%	3.6%	
General College Concern	Existed In Program	56.4%	27.3%	
	Did Not Exist In Program	12.7%	3.6%	
Opportunity For On-Going Use Of Developmental Resources	Existed In Program	57.4%	24.1%	
	Did Not Exist In Program	13.0%	5.6%	

N = 61 *Chi Square Value Significant at .05

The data indicates that the value of achievement remained as a critical success factor. Orderliness, goal orientation and benevolence also maintained significant or near significant levels in follow-up analysis.

The program component of flexible scheduling emerged as the primary program component that approached significant levels. Although the relationships of other variables did not react statistically significant levels, the data indicates that the impact identified during the second phase has been verified by the longitudinal or follow-up data results.

Program Cost Survey

Part of this third cycle effort was devoted to determine the cost of developmental programs for post-secondary occupational students. The research design utilized to obtain these data was a state-wide survey by mail questionnaire. Project staff developed the draft instrument and subsequent to field-testing and revisions, the finalized cost questionnaire (Appendix B) was distributed by mail in February to local coordinators of developmental studies programs for occupational students at two-year institutions in New York State. The return rate was 48%.

Items were designed to collect cost information deemed appropriate to the internal management and decision-making process. Data were requested on numbers and titles of professional staff, average salaries and

percentage of time devoted to each component of the developmental program. The questionnaire also requested similar information on support staff such as secretaries, tutors, aides, their average salaries, and percentages of time for each program component or activity. Realizing that often physical plant maintenance and operation, facilities and support services such as recruitment, admissions and placement, are usually borne by the college and not usually included as direct expenses of the developmental program, we inquired as to whether or not this was true. We found that in over 95% of the cases, the college did assume responsibility for these kinds of administrative, student services and maintenance operation costs.

A related question was asked to determine if developmental programs were given a budget allocation for items such as supplies, telephone, postage or travel. In 79% of the cases it was indicated that the program did receive such a budget allocation. In 21% of the programs it was allocated as part of a dean's or department chairperson's budget or treated as a general institutional expense. An item on the questionnaire sought to determine the number of students served, the amount of credit for each course or component, and the average annual expenditure for items such as instructional supplies and equipment.

For each of the colleges that responded to our questionnaire having credit-bearing programs, a total program cost estimate per FTE student was calculated using 15 credit hours as a full-time student per semester. In some non-credit course instances, student contact hours, class hours

or fee hours, were used as a proxy for credit hours. For these same colleges, the expenses for the function of instruction and departmental research were compiled from SUNY data.[1,2] *Items such as administration, student services, employee benefits, plant maintenance and operation, and general institutional expense were not included in the functional cost figure. These items are also excluded from the data for developmental program costs. The total dollars per college was divided by the number of full-time equivalent students in order to compare the developmental program costs per FTE. These data are summarized in Table 1 on page 25.*

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[1] *"Compilation of Statistical Data Concerning the Community Colleges of State University of New York", Office for Community Colleges, SUNY, Albany, NY. November 1977.*

[2] *"Educational Opportunity Program Annual Report", Office of Special Programs, SUNY, Albany, NY. April 1977.*

TABLE 1: COMPARISON OF EXPENDITURES

Institution	Total Cost Per FTE Developmental Student	Total Cost Per FTE Student for Instruction and Department Research
a	*$ 470*	*$1068*
b	*295*	*905*
c	*310*	*903*
d	*385*	*1103*
e	*623*	*959*
f	*463*	*1190*
g	*1776*	*885*
h	*928*	*1005*
Average Costs:	*$ 647*	*$1022*

The comparison of costs per FTE student indicates that, at the institutions for which data were available, costs per FTE student in developmental studies are significantly less than the average cost per FTE of regular academic instruction. If an upward adjustment of 25% was made on the developmental program costs to account for understatement of expenditures and if it is assumed that many developmental students take only 12 hours rather than 15 (or a full FTE) requiring another 25% increase, the result is $1010 per developmental FTE compared with $1022. The expenditure per developmental FTE also compares favorably with EOP cost of over $1300 per FTE, including assistance. These data do not support a commonly held opinion that developmental studies is a high cost program

area. In considering program costs, if courses are not credit bearing, an estimate of contact hours divided by 15 provides an approximate FTE.

Program costs encompass several components and the largest expenditure is normally for professional staff. The survey data shows staffing patterns by titles and is summarized in Table 2. The "other" category includes librarian, lab and technical assistant, counselor, and coordinator.

TABLE 2: STAFFING PATTERNS FOR DEVELOPMENTAL PROGRAMS BY PROFESSIONAL TITLE

C*	P*	AP*	Ast.P*	I*	O*
Reading	2	7	2	5	9
Study Skills	2	3	3	2	3
Writing	-	1	3	1	8
Developmental English	1	1	3	6	3
Math	-	5	3	3	2
Other	2	3	6	1	2
TOTAL	7	20	20	18	27

C* = Component
P* = Professor
AP* = Associate Professor
Ast.P* = Assistant Professor
I* = Instructor
O* = Other

The collection of data concerning professional salaries and the staffing patterns allowed the calculation of the mean salary for each program component. Using headcount student information from the survey responses, an average professional salary expenditure per headcount student was calculated and is summarized in Table 3.

TABLE 3: SUMMARY OF PROFESSIONAL SALARIES PER DEVELOPMENTAL PROGRAM COMPONENT

Component	Mean Salary Expenditure Per Component	Average Salary Expenditure Per Student Headcount
Reading	*$11,179*	*$ 42.25*
Study Skills	*8,020*	*20.11*
Writing	*7,942*	*38.93*
Developmental English	*12,222*	*196.11*
Math	*12,742*	*63.91*
Other	*8,989*	*51.27*

It is observable from the chart that the cost per headcount student for developmental English is significantly higher than the other component cost data. This difference is due primarily to the data from staffing at one college. The range of $40 to $65 per headcount student (reading, writing, math and other) is more illustrative of reality than the $196 figure. The study skills and writing average expenditures tend to be lower and may be underestimated since many colleges include them within other subjects making it difficult to obtain an accurage cost break-out.

A second object expenditure to be included in the costs data is the cost of the support staff, summarized in Table 4 on page 29.

In the majority of survey cases, the secretarial salary expenditure was generally stated for the total program and had to be estimated by workload or proportion of cost to each program component. In most cases the secretary was at least three-fourths time and the effort estimate per component ranged from 10% to 50%. The mean salary for secretarial support was $6,753 within a range of $2959 to $8500. Other support staff expenditures included personnel such as teaching assistants, tutors, aides and work study student employees. Their mean salary was $2600 and the range for this expenditure was $600 to $4000. Technicians, CETA official and lab professionals received a mean salary of $8415 with a range of $1500 to $12000. Librarian, counselors, media and lab coordinators were found to have a mean salary range of $7754 with a range of $2000 to $12700. The upper ranges indicate full-time personnel in the media centers or libraries which are directly alloted to developmental efforts.

Another consideration of total program cost is supplies. Survey information shows the cost of supplies per headcount student ranges from $.59 cents through $10.00. The average amount for instructional supplies was identified as $1.31 per headcount student. The average costs per program components are summarized in Table 5 on page 30. The expenditure for instructional supplies in developmental programs averages at less than $2.00 per student regardless of base for estimates.

TABLE 4: SUMMARY OF SUPPORT STAFF EXPENDITURES

	SECRETARIAL SALARY EXPENDITURE		SUPPORT STAFF SALARY EXPENDITURE					
			TA, Tutors, Aides, Work Study		Technicians, CETA Lab Professionals		Librarian, Counselor, Media & Lab Coordinators	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total Program	*$6506*	*$8500-$2959*	*$2540*	*$4000-$600*	*$8415*	*$1500-$12000*	*$7754*	*$2000-$12700*

TABLE 5: SUMMARY OF EXPENDITURES FOR INSTRUCTIONAL SUPPLIES

	Per Headcount Student	Per FTE Student
Reading	*$1.67*	*$1.63*
Study Skills	*.74*	*1.34*
Reading and Study Skills	*2.59*	*1.67*
Block Scheduling	*----*	*2.39*
Writing	*.28*	*1.36*
Math	*1.10*	*.37*
Other	*.34*	*2.00*
Average	*$1.12*	*$1.53*

The survey provided information as to minimum estimates of start-up equipment costs for programs identical to those of the respondents. These data are presented in Table 6.

TABLE 6: SUMMARY OF EQUIPMENT START-UP ESTIMATES

Range: $250-$100,000
Mean: $11,600

Frequency:	F	%
0- 500	*1*	*5%*
501- 1,000	*4*	*25%*
1,001- 2,000	*1*	*5%*
2,001- 3,000	*1*	*5%*
3,001- 4,000	*1*	*5%*
4,001- 5,000	*1*	*5%*
5,001-10,000	*7*	*35%*
10,001-20,000	*2*	*10%*
over 20,000	*1*	*5%*

Although the start-up estimates varied widely, approximately 25% felt that they could begin for $1 to $2 per headcount student. About 50% felt that they would need between $10 and $20, another 25% felt that they would need from $100 to $200 per headcount student.

The kinds of equipment that were seen as needed initially were recorders, cassettes, video equipment. High priority supply items were filmstrips, slides, software, reading materials, film, and facilities to reproduce materials.

The respondents were also asked to assume an increase of 10% in the developmental program budget and state how it would be used. The items mentioned most frequently were various instructional software. If the budget were to be decreased by 10%, over three-fourths of the respondents indicated that it would be absorbed by a reduction in the purchase of supplies and instructional materials.

Format examples completed with imaginary but not atypical cost data are provided to lend structure to the previous discussion. We hope that examples will display the potential value of cost analysis as well as serve as sample forms which will be adaptable at the local program level.

Conclusions and Implications

The basic objective of this third research phase has been to verify and further delineate factors that are constant and valid contributors to the success of post-secondary occupational students enrolled in developmental programs. We feel these contributors suggest criteria for programming and evaluation decisions relative to developmental studies.

The definition of developmental studies as incorporated by the project has remained as appropriate and acceptable throughout the three phases. Stated program intents, both specific and general are found to be compatible with the definition thereby supporting the efficacy of the definition: "Developmental Studies programs are organized educational efforts providing a range of learning experiences intended to ameliorate educational skills and attitude deficiencies of students."

As has been detailed elsewhere, program designs differ among institutions. Our research has shown that diversity tends to be more attributable to student factors such as age, perspective, needs and motives than to factors such as geographical location, institutional size, or programmatic structure. A commonality within these programs is the attention to cognitive and affective basic skills.

Follow-up data has supported earlier findings that the success of developmental students emerges from a combination of a need for acquisition of skills plus the drive or motivation to succeed. We have found throughout the project that the skills dimension is largely made up of academic survival skills. Drive or motivation is a collection of intangibles that are admittedly difficult to identify and have more variance among students.

The profile of follow-up respondents tended to exhibit a composite profile of characteristics congruent with Phase II. As before the mean age and range were older than traditional two-year college students and had a greater percentage of males than females. In general, the developmental students responding in the follow-up study had not changed their major course of study during college enrollment.

Data identified differences between the successful and unsuccessful groups. A greater proportion of the unsuccessful students indicated that they held future academic plans---the percentage of successful students who indicated no plans for future schooling was about double that of the unsuccessful students. These findings may be related to the status of the unsuccessful student, that is having withdrawn from college for a variety of reasons. This situation presents an uncompleted task that may be motivation to complete or to achieve resulting in indications of future academic work. It may be that the students who responded to the questionnaire provided a self-selection process in which those that were in the category of unsuccessful were those students who were no longer enrolled for reasons beyond their control. However the unsuccessful students indicated in the follow-up that they would make the same decision again assuming identical circumstances.

The follow-up data identifies program and career commitment factors, found in Phase II as success indicators, continue as important dimensions. Goal achievement became more important with peer acceptance and personal gratification becoming less important. A significantly larger percentage of successful students had been enrolled in a reading component, with more unsuccessful students having been enrolled in study skills. Ratings of helpfulness for the various program dimensions did not show significant differences between the two follow-up groups. These findings strongly suggest that the basic skill needed for survival at the two-year college is the ability to read which reinforces the second phase outcome in that the reading stanine emerged as a valid success predictor.

In the affective domain, the values of goal orientation, achievement, practical mindedness, orderliness and benevolence were identified in significant relationships to success in the follow-up data. Variety, which had been highly valued in Phase II by the unsuccessful, did not in a significant relationship. This may be due to the selection process of responding to Phase II.

Flexibility of scheduling emerged in data analysis as a program variable with a near significant relationship between successful and unsuccessful students. Successful students tended to perceive the existence of previously identified critical developmental program components more frequently than unsuccessful students. The mean ratings of the usefulness of these components ranged above 3.4 on a five point scale, in all instances which supports the identified importance of these program dimensions.

In summary, the program components identified in Phase I and II, and the cognitive and affective variables identified as contributors to success were verified by the results of the follow-up study. More specifically, analysis has indicated the significance of reading, of commitment, of selected value factors, and of components found within the developmental programs.

Implications. The results obtained from the follow-up data have implications to developmental studies programming, and the instruction and service generally offered by two-year institutions to non-traditional students. The following belief statements were developed based on these research results and pertain to the various segments of developmental programs relative to post-secondary developmental programs for occupational students:

"WE BELIEVE. . . . ."

-The selection process should include an element of self-selection or personal choice relative to participation in developmental studies plus on-going counseling and/or advisement in addition to high school records and test scores.

-Testing for selection should reflect locally determined threshold levels which are continually evaluated.

-Scheduling should include sufficient flexibility to allow a change of competency level class subsequent to the initial weeks of instruction.

-Developmental, admissions and curriculum personnel should be involved in selection and recruitment processes.

-There should be opportunity for attention to individuals who are members of a targeted group in a developmental effort.

-Valid entrance and exit measures should be established which leads to student and faculty awareness of competency levels and expectations of the program.

-Individualized diagnostic procedures should be part of the prescriptive process with involvement by appropriate staff members providing counseling, feedback and advisement.

-The diagnostic process should provide inputs necessary for individual prescription.

-The program scheduling should have sufficient flexibility to allow implementation of the prescription.

-The developmental program should emphasize the skills of reading, writing, study skills, career-personal decision-making and math as appropriate with content based on career and academic course requirements.

-The developmental program should have identifiable goals, objectives and outcomes, and carry a positive cannotation to students and faculty generally.

-The institution has sought to establish credit status, and this is clearly communicated to potential students.

-Developmental offerings should have flexibility in scheduling in order to allow a student voice relative to participation and periodic requests for help and/or continuance.

-Class size should be appropriate for individualized instruction as needed.

-Support services of tutoring and counseling should be available and managed by professional staff.

-The institution should examine its total role relative to the needs of non-traditional students.

-The program process should incorporate a follow-up procedure and allow students to drop-in and drop-out after formal completion.

-Staff members should have demonstrated ability in individualized instructional techniques, demonstrated interest, expertise and credentials in the developmental area, and hold college rank and status.

-Staff schedules should allow for and encourage interaction and on-going cooperation with other faculty members including opportunities for dual staffing assignments.

-Physical facilities should be centralized and easily accessible to students.

-Classrooms should be physically flexible to allow change in teaching styles.

-Evaluation of developmental programs should relate to division, department and/or college assessments, based on program criteria which are identified in terms of ideal and local standards and periodically examined by staff.

-A definition of program effectiveness should exist in sufficient specificity to guide evaluation with identifiable program standards.

-The decisions to be made and the questions asked about the developmental program by faculty, administration and students should be known and identified.

-Developmental staff are aware of and utilize accurate cost information in on-going decision-making and internal management.

-Follow-up or longitudinal efforts are incorporated into on-going developmental program assessments.

-Staff development activities for developmental personnel are designed to facilitate inter-departmental coordination, to have potential utility and application to local programs, to provide opportunity for staff inputs and to be conveniently scheduled.

-Awareness of program costs is integral to decision-making and effective management.

The outcome of this research has been that the findings permitted their translation into belief statements that may serve as broad program standards. The standards have been presented in the monograph series

entitled, "Developmental Studies For Occupational Students --- Post-Secondary Programs", in the form of guide questions for consideration in formulating local program criteria. It is not the intent of the project to dictate but rather to provide a common-basis for local decision-makers to plan programs geared to the needs of the local institution and reflecting factors identified as contributing to student success. The reader is referred to the monograph series which provides guidance in local adaption processes and serves as an information resource.

FOLLOW-UP STUDY STUDENT QUESTIONNAIRE

Name _____ College _____

Age _____ Male ___ Female ___

1. What is your current major course of study? _____

   Have you changed your major course of study while at college? ☐ yes ☐ no

   If yes, what was your program course of study before changing? _____

2. The developmental programs at various colleges differ somewhat. At some colleges courses in different subjects are available. Other colleges have short-term instruction or modules in these subjects. In the first two columns of the following chart, please indicate whether you were enrolled in a course or module for each subject listed. Then, only for the subjects for which you answered yes, please check whether or not the course/module was helpful to you.

Courses or Modules	Yes, I Took the Course/Module	No, I Did Not Take the Course/Module	FOR COURSES/MODULES TAKEN: Especially Helpful	Not Helpful
Reading				
Writing				
Study Skills				
Math				
Career and Personal Decision-Making				

Comments or explain: _____

3. Please check your current academic status. If you check a or b, please specify an approximate date and program area.

a. ___ expect to receive a degree date: _____ program area: _____

b. ___ expect to receive a certificate date: _____ program area: _____

c. ___ plan to withdraw for reasons other than academic. Specify Reason: _____

_____

d. ___ experiencing academic difficulty/do not expect to pass.

4. What are your future plans? Please check all statements which apply to your situation.

Academic Plans

___ I have no plans for further schooling.

___ I have been accepted at another institution (school, college or university).

___ I have applied to another institution.

___ I may apply to another institution.

___ I expect to continue school sometime in the future.

Non-Academic Plans

___ I have secured a job.

___ I plan to begin job search soon.

___ I am interviewing for/or expect to find a job soon.

___ I am not looking for employment.

___ I will enter armed services.

___ I am uncertain and/or undecided.

___ other - please specify: _____

5. Some phrases listed below may describe aspects you found in your college developmental courses and program. Please check the phrases that describe what you found in your developmental courses/program. For those phrases you checked as being present, please rate how helpful each was to your needs.

	Existed in Program	Did Not Exist in Program	IF THIS EXISTED IN YOUR PROGRAM, WAS IT: Helpful				Not Helpful
Flexible course scheduling (for example you were able to arrange schedule without major conflicts)	___	___	5	4	3	2	1
Opportunity to make personal choices in selection of courses and programs.	___	___	5	4	3	2	1
Support, advisement and concern from faculty.	___	___	5	4	3	2	1
Support, advisement and concern from counselors.	___	___	5	4	3	2	1
A general sense of concern and support at college.	___	___	5	4	3	2	1
Opportunity to go back to developmental staff/ resources for help, if needed, after you finished developmental courses.	___	___	5	4	3	2	1

6. Following is a series of brief descriptions of how some college students think, act and/or value. Please read each description and rate how important each is to you.

	I Value This/Highly Important To Me				I Do Not Value This/ Not Important To Me	A	B
To always get one's money's worth, to take good care of one's property, to get full use out of one's possessions, to do things that will pay off, to be very careful with one's money.	5	4	3	2	1	___	___
To work on difficult problems, to have a challenging job to tackle, to strive to accomplish something significant, to set the highest standards of accomplishment for oneself, to do an outstanding job in anything one tries.	5	4	3	2	1	___	___
To do things that are new and different, to have a variety of experiences, to be able to travel a great deal, to go to strange or unusual places, to experience an element of danger.	5	4	3	2	1	___	___
To have strong and firm convictions, to make decisions quickly, to always come directly to the point, to make one's position on matters very clear, to come to a decision and stick to it.	5	4	3	2	1	___	___
To have well-organized work habits, to keep things in their proper place, to be a very orderly person, to follow a systematic approach in doing things, to do things according to a schedule.	5	4	3	2	1	___	___
To have a definite goal toward which to work, to stick to a problem until it is solved, to direct one's efforts toward clear-cut objectives, to know precisely where one is headed, to keep one's goals clearly in mind.	5	4	3	2	1	___	___
Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.	5	4	3	2	1	___	___
Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.	5	4	3	2	1	___	___
Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.	5	4	3	2	1	___	___
Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.	5	4	3	2	1	___	___
Doing things for other people, sharing with others, helping the unfortunate, being generous.	5	4	3	2	1	___	___
Being in charge of other people, having authority over others, being in a position of leadership or power.	5	4	3	2	1	___	___

A) *If you value any of the above factors more than when you began college, place an "X" in Column A.*

B) *If you value any of the above factors less than when you began college, place an "O" in Column B.*

7. Please indicate whether any of the following have become of more or less importance to you since entering college.

	More Important	No Change	Less Important
To complete my program of study.	3	2	1
To work in the area of my program.	3	2	1
To have responsibility for choices.	3	2	1

Are there other areas where you see changes in your personal goals, values or attitudes since entering college? ☐ yes ☐ no

If yes, please list them below and indicate change:

	More Important	No Change	Less Important
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1

8. Any other comments or reactions? _____

_____

_____

Thank you. Please return completed form in the enclosed self-addressed stamped envelope.

FOLLOW-UP STUDY STUDENT QUESTIONNAIRE

Name _____ College _____

Age _____ Male ___ Female ___

1. a) When you were enrolled in college, what was your major course of study? _____

   b) Did you ever change your program major while in college? ☐ yes ☐ no

2. a) What was the major reason(s) for leaving college? (Check only the most important).

   ___ I found I didn't like the courses I was in.
   ___ I found that I didn't really want to continue to go to school.
   ___ I wanted to transfer to another school.
   ___ Family reasons forced me to leave.
   ___ Financial reasons forced me to leave.
   ___ Health reasons forced me to leave.
   ___ I was generally unhappy or dissatisfied with the college faculty and staff.
   ___ I was generally unhappy or dissatisfied with the other students, the dorms and the town.
   ___ I found out that the job/career I really wanted didn't require college.
   ___ I found out that the program or training for my selected career/job was not available.
   ___ I was dissatisfied with my overall academic record.

   b) Explain your reasons in more detail if possible. _____

3. a) Did you talk to anyone about leaving school before you withdrew? ☐ yes ☐ no

   If yes, who? ___ faculty member(s) ___ counselor(s) ___ friends
   ___ faculty advisor ___ family ___ other (please name): _____

   If yes, did the people you talked to think leaving was a good idea? ☐ yes ☐ no

3. b) If you had to make the decision again, would it be the same? ☐ yes ☐ no

Explain or comment: _____

_____

c) What is your current status? Please check all that apply.

___ employed ___ homemaker ___ student

___ unemployed ___ armed forces ___ traveling ___ other (please name): _____

4. The developmental programs at various colleges differ somewhat. At some colleges courses in different subjects are available. Other colleges have short-term instruction or modules in these subjects. In the first two columns of the following chart, please indicate whether you were enrolled in a course or module for each subject listed. Then, only for the subjects for which you answered yes, please check whether or not the course/module was helpful to you.

			FOR COURSES/MODULES TAKEN:	
Courses or Modules	Yes, I Took the Course/Module	No, I Did Not Take the Course/Module	Especially Helpful	Not Helpful
Reading				
Writing				
Study Skills				
Math				
Career and Personal Decision-Making				

Comments or explain: _____

_____

_____

5. Some phrases listed below may describe aspects you found in your college developmental courses and program. Please check the phrases that describe what you found in your developmental courses/program. For those phrases you checked as being present, please rate how helpful each was to your needs.

	Existed in Program	Did Not Exist in Program	IF THIS EXISTED IN YOUR PROGRAM, WAS IT: Helpful				Not Helpful
Flexible course scheduling (for example you were able to arrange schedule without major conflicts).	___	___	5	4	3	2	1
Opportunity to make personal choices in selection of courses and programs.	___	___	5	4	3	2	1
Support, advisement and concern from faculty.	___	___	5	4	3	2	1
Support, advisement and concern from counselors.	___	___	5	4	3	2	1
A general sense of concern and support at college.	___	___	5	4	3	2	1
Opportunity to go back to developmental staff/ resources for help, if needed, after you finished developmental courses.	___	___	5	4	3	2	1

6. What are your <u>future</u> plans? Please check all statements which apply to your situation.

<u>Academic Plans</u>

___ I have no plans for further schooling.

___ I have been accepted at another institution (school, college or university).

___ I have applied to another institution.

___ I may apply to another institution.

___ I expect to continue school sometime in the future.

<u>Non-Academic Plans</u>

___ I have secured a job.

___ I plan to begin job search soon.

___ I am interviewing for/or expect to find a job soon.

___ I am not looking for employment.

___ I will enter armed services.

___ I am uncertain and/or undecided.

___ other - please specify: _____

7. Following is a series of brief descriptions of how some college students think, act and/or value. Please read each description and rate how important each is to you.

	I Value This/Highly Important To Me			I Do Not Value This/ Not Important To Me		A	B
To always get one's money's worth, to take good care of one's property, to get full use out of one's possessions, to do things that will pay off, to be very careful with one's money.	5	4	3	2	1	___	___
To work on difficult problems, to have a challenging job to tackle, to strive to accomplish something significant, to set the highest standards of accomplishment for oneself, to do an outstanding job in anything one tries.	5	4	3	2	1	___	___
To do things that are new and different, to have a variety of experiences, to be able to travel a great deal, to go to strange or unusual places, to experience an element of danger.	5	4	3	2	1	___	___
To have strong and firm convictions, to make decisions quickly, to always come directly to the point, to make one's position on matters very clear, to come to a decision and stick to it.	5	4	3	2	1	___	___
To have well-organized work habits, to keep things in their proper place, to be a very orderly person, to follow a systematic approach in doing things, to do things according to a schedule.	5	4	3	2	1	___	___
To have a definite goal toward which to work, to stick to a problem until it is solved, to direct one's efforts toward clear-cut objectives, to know precisely where one is headed, to keep one's goals clearly in mind.	5	4	3	2	1	___	___
Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.	5	4	3	2	1	___	___
Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.	5	4	3	2	1	___	___
Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.	5	4	3	2	1	___	___
Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.	5	4	3	2	1	___	___
Doing things for other people, sharing with others, helping the unfortunate, being generous.	5	4	3	2	1	___	___
Being in charge of other people, having authority over others, being in a position of leadership or power.	5	4	3	2	1	___	___

A) *If you value any of the above factors more than when you began college, place an "X" in Column A.*

B) *If you value any of the above factors less than when you began college, place an "O" in Column B.*

8. Any other comments or reactions? _____

_____

Thank you. Please return completed form in the enclosed self-addressed stamped envelope.

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DEVELOPMENTAL PROGRAMS - COST QUESTIONNAIRE

College _____ Name and Title _____

_____

DIRECTIONS: A critical dimension to developmental programs, especially in these times of tight money is program cost. To help complete our study of developmental programs, we would like to obtain data to calculate average program costs. Please help us by answering the following questions about your program. We do not need exact dollar amounts from your business office but are seeking your best estimate or an approximate range.

1. a) Most developmental programs consist of several components many of which are listed below. For each component, please indicate all professional personnel by titles, the estimated average salary for that title and an estimate of how much time is devoted to each program component by that title. Please add other components as appropriate; or combine or relabel if a course addresses more than one component. We are not seeking anyone's individual salary but feel that title and average salary for that title will result in data that can be generalized.

PROGRAM COMPONENTS	*STAFF TITLE(S) OF PERSON(S) RESPONSIBLE FOR EACH COMPONENT*	*AVERAGE SALARY OF STAFF TITLE(S) FOR EACH COMPONENT*	*PERCENTAGE OF TIME DEVOTED TO EACH COMPONENT*
Reading			
Study Skills			
Writing			
Developmental English			
Math			
Other:			
Modules Identify Content Area _____ Amount of Credit _____			
Non-Credit Instructional Experiences Identify Content Area:			

1. b) Please indicate support staff, estimate average salary(ies) and time spent per program component. Please add other components as appropriate; or combine or relabel if a course addresses more than one component.

SUPPORT STAFF TITLE(S)	AVERAGE SALARY(IES) OF SUPPORT STAFF TITLES	PERCENTAGE OF TIME FOR EACH COMPONENT					MODULES	NON-CREDIT ACTIVITIES	OTHER
		R*	SS*	W*	DE*	M*			
Secretary**									
Other Support Staff Personnel (list titles):									

*R = Reading
SS= Study Skills
W = Writing
DE= Dev. English
M = Math

**If developmental studies has no direct expenditure for clerical staff or if your college has a secretarial pool arrangement, please estimate the approximate FTE used by the developmental studies program, and an estimate of the average salary for the position(s) at your institution.

2. a) Facilities, maintenance, and services such as recruitment, admissions, placement are usually borne by the college and are not calculated as direct expense to the developmental program budget. Please indicate such costs for which the developmental studies program is responsible.

☐ college assumes responsibility for such costs

☐ developmental program assumes direct responsibility for costs as follows: _____

_____

_____

2. b) Is your program area given a budget allocation for such items as supplies, telephone, audio-visuals, postage, instructional supplies and/or travel.

☐ yes ☐ no

If yes, please complete the chart that follows by estimating expenses. We do not require or request a specific figure. If you cannot give some estimate, please indicate ranges as follows in the final column:

A	0 - $100	D	$301 - $400
B	$101 - $200	E	$401 - $500
C	$201 - $300	F	Over $500

PROGRAM COMPONENTS	*NUMBER OF STUDENTS SERVED PER ACADEMIC YEAR*	*AMOUNT OF CREDIT PER COURSE/COMPONENT*	*ANNUAL AVERAGE EXPENDED AMOUNT FOR ITEMS SUCH AS SUPPLIES*
Reading			
Study Skills			
Writing			
Developmental English			
Math			
Other:			
Modules Identify Content Area _____ Amount of Credit _____			
Non-Credit Instructional Experiences Identify Content Area:			

If no, and assuming expenditures of this nature, how are they budgeted or allocated?

☐ general institutional expense

☐ part of a department chairperson's or dean's budget

☐ I don't know

☐ Other. Explain: _____

_____

_____

3. Assuming a person in a position like yours at another college wants to initiate a program like yours, could you estimate the minimum start-up cost of your developmental program in terms of instructional equipment. If you prefer, check appropriate estimated range:

Estimate: $_____ OR

- ☐ 0 - $500
- ☐ $501 - $1000
- ☐ $1001- $2000
- ☐ $2001- $3000
- ☐ $3001- $4000
- ☐ $4001- $5000
- ☐ Over $5000 --- Please estimate if over $5000: $_____

Briefly identify kinds of equipment: _____

_____

Comments: _____

4. a) Given your current resources, could a number of students be served in addition to those students now being served in an academic year by your program with no change in resources or loss of quality?

☐ yes ☐ no

If yes, please identify the number: _____

If no, please explain: _____

b) Assume your developmental program budget was increased by 10%. Other than salary increments, how would you allocate this increase?

_____

_____

c) Assume your developmental program budget was decreased by 10%. How and where would you adjust to this decrease? _____

_____

_____